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ABSTRACT

The purpose of this study was to investigate the usefulness of a procedure (a modification of the Delphi technique) for identifying racially-related problems and achieving some consensus on solutions to these problems among students, parents, and the school staff. The students who participated attended six classes which were selected to provide a balanced cross-section of students. The first step was the completion of an open-ended questionnaire designed to elicit racially-connected school problems and suggested solutions. A second questionnaire was developed using the problems most frequently mentioned by the different groups representing each race. Under each problem were listed solutions that were suggested by the respondents, as well as those suggested by the project staff and two consultants. This second questionnaire was distributed to the participants asking them to evaluate each proposed solution to a problem on a five-point scale, or if they felt that the statement was not a problem, they could check that alternative. A third and final questionnaire was to be administered to the participants, specifying the most frequent response given to each solution. The third questionnaire was not approved by the principal and therefore was not administered. Even without the third questionnaire, this modified Delphi technique did provide a surprising degree of consensus concerning the solutions to most of the problems which were identified. (Author/JM)

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(Abstract)

A Procedure for Identifying Problems and Solutions in Desegregated Schools[1,2]

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A modification of the Delphi technique was employed in a desegregated high school for the purpose of identifying racially-related problems and achieving some consensus on solutions to these problems among students, parents, and the school staff. An open-ended questionnaire was administered. This was followed one month later by a second objective-type questionnaire which included the problems most frequently mentioned on the first questionnaire, as well as associated solutions suggested by the respondents and consultants. These solutions were rated by the participants on a five-point scale (excellent, good, fair, poor, not a solution). A third questionnaire was constructed which was identical to the second questionnaire except that the "best" solution (as determined from the responses to the second questionnaire) was identified and the participants who did not agree with this best solution had an opportunity to give their reasons.

The first two questionnaires were administered to all groups; however, the third questionnaire was not approved by the principal and therefore was not administered. The reasons for this are discussed in the conclusions. The results from the second questionnaire indicated a high degree of consensus concerning the solutions to most of the problems which were identified. These best solutions are circled in questionnaire 3 given in Appendix C. The importance of each problem to black and white respondents is given in Table 2.

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[1]Partial support for this study was obtained from the General Administration of the University of North Carolina through the Urban Studies Grant to North Carolina Central University.

[2]Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, April 15-19, 1974.

UD 014342

A PROCEDURE FOR IDENTIFYING PROBLEMS AND SOLUTIONS IN DESEGREGATED SCHOOLS

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It should be recognized that school desegregation has brought social change and conflict which have sometimes disrupted basic cultural adaptations and patterns of behavior for majority as well as minority students and school personnel. Accordingly, it is necessary to understand how this social and cultural change and conflict within desegregated school environments has affected the adjustment and development of students, and may ultimately determine the level of organizational integrity and equilibrium of given schools, school systems, and entire communities.

For example, education of majority and minority students in segregated schools established differential loyalties and attachments to particular school symbols and traditions; differing styles of dress, language, and behavior; and differing patterns of social interaction and friendship. Moreover, teachers and administrators in separate systems established themselves in particular professional roles, status hierarchies, and leadership positions. These established roles and positions were significant--not only for the teachers and administrators themselves, but also for the students who viewed and related to the teachers and administrators as authority figures, advisors, role models, etc.

These established conditions and adjustment patterns within the separate schools were relatively stable, and students and school personnel generally learned to accept them and expect them on a continuing basis. But then, when schools were desegregated, many of these established conditions were changed. For some students, typically those in minority groups, there were

changed facilities, teachers, curricula, and activities; traditions were broken, established loyalties were disrupted, relationships with particular school personnel were often interrupted. Moreover, all students in newly desegregated schools were suddenly exposed to culturally different styles and practices which they could not understand or fully accept. And most important, perhaps, there were in desegregated schools close daily contacts with members of another race, contacts which could mean frequent and continuing exposure to racial discrimination, conflict, and/or hostility.

Under these changed conditions, many of the students' previously established expectancies were invalidated. Faced with new experiences, students could no longer anticipate, understand, or adapt to given conditions in the school environment. Thus, new educational environments, which were generally inconsistent with the students' expectancies or incongruent with their established values and interests, could produce maladjustment, including dissatisfaction and rejection of the school.

In many individual cases, this maladjustment might be reflected by reduced academic motivation and achievement, and ultimately could create apathy and result in withdrawals from school. When such disruptive changes and negative experiences were shared by a substantial number of students, the feelings of dissatisfaction and hostility could result in protests, disruptions, violence, or boycotts in the schools. In turn, these manifestations of social disorganization within desegregated schools may be upsetting and threatening not only to minority students, but to majority students, teachers, administrators, school boards, and parents as well.

One of the biggest challenges is to develop a procedure for identifying the problems that exist at a school and solutions that will be acceptable to all groups (students, school staff, and parents of all races). It was the

purpose of this study to investigate the usefulness of a procedure (a modification of the Delphi technique) for identifying racially-related problems and achieving some consensus on solutions to these problems among students, parents, and the school staff.

Method

Subjects. Students participated who attended six classes which were selected to represent all grade levels (two classes from the 10th, 11th, and 12th grades). These classes were also selected by the school to provide a balanced cross-section of students (black and white, academic and nonacademic, high and low achievers). Since the school's student body was about 22 percent black, selecting participants by classes led to the inclusion of more white than black students. Procedures that would ensure a greater percent of black student participation were not acceptable to the school administration.

Approximately 75 black parents and 75 white parents were randomly chosen from the school files. The professional staff of the school (about 65) were all asked to participate.

Procedure. A modification of the Delphi technique was employed. The first step was the completion of an open-ended questionnaire designed to elicit racially-connected school problems and suggested solutions (see Appendix A). A second questionnaire was developed using the problems most frequently mentioned by the different groups representing each race. Under each problem were listed solutions that were suggested by the respondents, as well as those suggested by the project staff and two consultants. This second questionnaire was distributed to the participants asking them to evaluate each proposed solution to a problem on a five-point scale (excellent, good, fair, poor, not a solution), or if they felt that the statement was not a

problem, they could check that alternative and not rate the solutions. Appendix B contains this second questionnaire. A third and final questionnaire was to be administered to the participants. This questionnaire was to be identical to the second questionnaire except that the most frequent response previously given to each solution would be identified, and those participants differing from the most frequently selected response would be asked to briefly provide one or two reasons for their opinion.

The school and participants were assured that all data would be reported by group and that individual responses would be held in strict confidence.

One classroom period was devoted to the completion of each questionnaire by the students. Participating parents and staff were given five days to complete each questionnaire and were asked to mail them directly to the author.

Results

The first two questionnaires were administered to all groups during the middle of March and April; however, the third questionnaire was not approved by the principal and therefore was not administered.

Table 1 indicates by group the percent responding to the two questionnaires. All students who attended class during the days of the administrations completed the questionnaires. While none of the six classes had an unusual amount of absences, the absences account for the percent returned not being 100%. Table 1 also indicates that the percent of black students enrolled in these classes (16%) was less than the percent of blacks in the student body (22%). While 150 questionnaires were mailed to 75 black and 75 white parents, about 20 percent of those sent to black parents and about 5 percent of those sent to white parents could not be delivered by the post office because of wrong addresses. Considering this, the percent of returned questionnaires of

those delivered is somewhat higher for parents. However, the percentage of returned questionnaires is still low for this group.

The second questionnaire (Appendix B) provides a summary of the responses to the first questionnaire. The twelve problems and many of the solutions were obtained from the first questionnaire. Any problem was included which was mentioned by more than one individual.

Table 2 presents the results obtained from the second questionnaire. The means of the five possible responses (1 = excellent, 2 = good, 3 = fair, 4 = poor, 5 = not a solution) for all black and all white respondents are given for each solution to each problem. The groups (students, staff, parents) for a given race have been combined since an analysis of variance comparing the means of these groups found they were not significantly different for any of the problems at the .05 level of significance. Also the percent of respondents who considered the stated problem to be a real problem is given by race. The problems are listed roughly in order of importance, as indicated by both races. In addition, Table 2 provides the ranks in parentheses for each solution by race; the lower the number, the better the solution. For each of the problems, the best solution(s) is (are) circled. Three criteria were used to select these best solutions: (1) if a solution received the best ranking by both races, it was selected; (2) if a solution received the best ranking by one race and the second best by the other race, it was selected; (3) if no solution satisfied (1) or (2), the solution with the second best rating by both races was selected. For one problem, none of the above criteria could be satisfied and it was necessary to select solutions with rankings of second and third best.

While the percent of blacks and whites who considered each statement a problem varied considerably, the degree of agreement between the two races on

the solutions to these problems is quite high. For six of the twelve problems (2, 3, 6, 8, 9, 12), both races chose the same solution as best. On three more problems (4, 10, 11), the solution rated best by one race was rated second best by the other, and vice versa. Of the three remaining problems (1, 5, 7), the solution rated best by one race was not rated as a good solution by the other race. However, for these three problems it was possible to identify at least one solution that was rated reasonably high by both groups (usually second best by both groups).

The third questionnaire would have provided this information to the participants and would have permitted them to express their views especially if they felt that the proposed solution would not work. Appendix C provides a copy of this third questionnaire.

Conclusions

Even without the third questionnaire, this modified Delphi technique did provide a surprising degree of consensus concerning the solutions to most of the problems which were identified. While the principal did not give any specific reasons for not permitting the administration of the third questionnaire, he may have felt that the feedback of this consensus would place too much pressure on the school to implement these solutions. Although the solutions had been previously cleared with the principal to be sure that they were feasible, perhaps even more time should have been devoted to explaining the implications of the results of the study to the school. This type of research study provides feedback of results to the participants as a part of the study, and therefore cannot be controlled as much as some school administrators might desire.

The percent of returns from the staff and parents could possibly have been improved if the principal had joined the project director in signing a

letter accompanying the questionnaires. In general, many of the parents of black students were from low socioeconomic levels and had more difficulty in completing the questionnaires. It would probably be necessary to conduct interviews to obtain a better response from this group.

Table 1. Number of Questionnaires Sent and the Number and Percent Returned

Group	Sent	Returned Q1	Returned Q2
Students - black	24	18 (75%)	17 (71%)
white	120	96 (80%)	105 (88%)
Staff - black	8	4 (50%)	4 (50%)
white	57	27 (47%)	27 (47%)
Parents - black	75	10 (13%)	15 (20%)
white	75	20 (27%)	13 (17%)
Total - black	107	32 (30%)	36 (34%)
white	252	143 (57%)	145 (58%)

Table 2. Mean Ratings of Solutions with Ranks Given in Parentheses

Problem	% considering it a problem		Solution A		Solution B		Solution C		Solution D		Solution E		Solution F		Solution G	
	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W
10	87 (4)	88 (3)	1.96 (2)	2.66 (1)	2.19 (3)	2.81 (4)	2.50 (5)	3.00 (5)	1.69 (1)	2.73 (2)	2.23 (4)	2.75 (3)	-	-	-	-
12	84 (6.5)	90 (1)	1.96 (3)	1.80 (3)	1.76 (1)	1.24 (1)	2.00 (4)	1.91 (4)	2.12 (5)	2.60 (6)	4.00 (7)	3.82 (7)	1.92 (2)	1.50 (2)	2.38 (6)	2.14 (5)
2	91 (1.5)	79 (5)	3.21 (6)	3.38 (5)	1.55 (1)	2.15 (1)	1.82 (2)	2.52 (3)	2.48 (4)	3.44 (5)	2.51 (5)	2.34 (2)	2.11 (3)	2.84 (4)	-	-
9	81 (8.5)	87 (4)	1.72 (1)	2.10 (1)	2.24 (4)	2.56 (3)	1.80 (2)	2.59 (4)	2.04 (3)	2.54 (2)	-	-	-	-	-	-
5	87 (4)	77 (6)	2.38 (4)	3.33 (4)	1.33 (1)	2.61 (3)	1.48 (2)	2.53 (2)	2.00 (3)	2.48 (1)	-	-	-	-	-	-
4	87 (4)	75 (8.5)	2.48 (3)	3.28 (3)	1.85 (1)	2.99 (2)	2.19 (2)	2.79 (1)	-	-	-	-	-	-	-	-
1	91 (1.5)	68 (10)	2.43 (5)	3.08 (6)	2.10 (2)	2.64 (2)	1.96 (2)	2.76 (3)	2.55 (4)	3.07 (5)	1.96 (2)	2.79 (4)	2.54 (6)	2.46 (1)	-	-
11	69 (10)	89 (2)	1.47 (1)	1.58 (2)	1.50 (2)	1.50 (1)	1.90 (3)	2.11 (3)	3.68 (4)	3.87 (4)	-	-	-	-	-	-
7	84 (6.5)	76 (7)	1.38 (1)	3.27 (5)	2.64 (6)	3.70 (6)	2.42 (5)	2.96 (4)	2.03 (4)	2.05 (1)	1.96 (3)	2.33 (2)	1.92 (2)	2.58 (3)	-	-
6	56 (11.5)	75 (8.5)	2.44 (2)	1.95 (2)	3.66 (5)	3.42 (5)	3.83 (6)	3.68 (6)	2.72 (3)	3.24 (4)	2.83 (4)	2.91 (3)	2.11 (1)	1.84 (1)	-	-
8	81 (8.5)	40 (12)	2.33 (4)	3.22 (4)	2.29 (3)	3.15 (3)	2.24 (2)	3.45 (5)	2.86 (5)	2.80 (2)	1.32 (1)	1.34 (1)	-	-	-	-
3	56 (11.5)	60 (11)	3.52 (4)	3.18 (4)	2.61 (2)	3.04 (3)	2.00 (1)	2.24 (1)	2.77 (3)	2.77 (2)	-	-	-	-	-	-

Appendix A

STUDENT QUESTIONNAIRE 1

Place a check in the blanks below which describe your grade, sex, and race. Do not place your name on this sheet.

Grade: 10_____ 11_____ 12_____

Race: Black_____ White_____ Other (specify)_____

Sex: Female_____ Male_____

Describe some inter-racial problems which you have observed or heard about this year or last year at High School, and suggest what could be done to solve these problems or to avoid similar ones in the future. You may use the space below as well as the reverse side to answer.

PARENT AND STAFF QUESTIONNAIRE 1

Please place a check in the appropriate blanks below which describe your group, race, and sex. Do not place your name on this sheet.

Group: Parent_____ Student_____ Staff Member_____

Race : Black_____ White_____ Other (specify)_____

Sex: : Female_____ Male_____

Describe some inter-racial problems which you have observed or heard about this year or last year at High School, and suggest what could be done to solve these problems or to avoid similar ones in the future. Please be as specific as possible. You may use the space below as well as the reverse side to answer.

Please complete and return this questionnaire within five days to Dr. Norman P. Uhl, Office of Research and Evaluation, North Carolina Central University, Durham, North Carolina 27707.

Appendix B

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QUESTIONNAIRE 2

INSTRUCTIONS

The problems which were mentioned most often on the first questionnaire are listed on the following pages. Several solutions that were suggested by students, faculty, and parents also are listed.

Please read each problem carefully and then indicate how good you think each solution is by placing a number from 1 to 5 in the blank to the left of it.

"1" means you believe the solution is excellent.
"2" means you believe it is good.
"3" means you believe it is fair.
"4" means you believe it is poor.
"5" means you believe it is not a solution.

You may not agree that a stated problem is a problem at your school. If that is the case, you may so indicate by placing a check in the blank to the left of the statement, "This is not a problem at this school."

An example is given below.

EXAMPLE

PROBLEM: Classes are too large.

SOLUTIONS:
__2__ Buy trailers to serve as extra classrooms.
__4__ Build an additional school.
__4__ Conduct double sessions.
__1__ Use the schools 12 months a year.
___ This is not a problem at this school.

In this example, the person responding believes that using the schools 12 months a year is an excellent (1) solution, that buying trailers to serve as extra classrooms is a good (2) solution, and that building an additional school and conducting double sessions are poor (4) solutions.

If you believe you can suggest a better solution to a particular problem than any of those listed, please use the back of the last page to state that solution, indicating the number of the problem to which it relates.

The problems and solutions start on the next page. Place the appropriate number (1, 2, 3, 4, or 5) next to each solution to indicate how good a solution you think it is.

THIS QUESTIONNAIRE USUALLY TAKES ABOUT 20 MINUTES

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GROUP: ___ Parent; ___ Student; ___ Staff Member

RACE: ___ Black; ___ White; ___ Other (Specify _____)

SEX: ___ Female; ___ Male

QUESTIONNAIRE 2

1. PROBLEM: Some teachers, regardless of their own race, favor white students, and others favor black students.

SOLUTIONS:

___ There should be more diversity in backgrounds of faculty members.

___ A human relations committee should sponsor human relations workshops and meetings for teachers concerning this problem.

___ Students should be encouraged to report such problems to a grievance council, which could investigate all complaints.

___ Individuals or small groups should initiate discussions with individual staff members.

___ There should be team-teaching involving black and white teachers working together.

___ School staff members should initiate more informal contacts with students.

___ This is not a problem at this school.

2. PROBLEM: Black students do not participate enough in school activities. Some black students say they do not feel welcome to participate. Some white students say few black students make an effort to participate.

SOLUTIONS:

___ Specific requests should be made to individual black students to participate in extracurricular activities.

___ A period should be set aside during school hours for extracurricular activities in order that those who live far from school or have jobs after school can participate.

___ A conference of black and white students should be held to determine activities in which they could get together and get to know each other.

___ Each extracurricular organization should actively recruit black students.

___ Black students should make a greater effort to participate in school activities.

___ A room should be set aside at school where students can meet to discuss racial problems.

___ This is not a problem at this school.

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3. PROBLEM: There is frequent disruption in the halls during breaks between classes.

SOLUTIONS:
___ Teachers should stand at their doors during changing of classes.

___ Human relations committee should sponsor human relations workshops and meetings for students concerning this problem.

___ Clear rules should be established and consistant discipline maintained.

___ A student court should investigate complaints.

___ This is not a problem at this school.

4. PROBLEM: Black students are under-represented and out-voted in activities because of the schools's racial imbalance.

SOLUTIONS:
___ Each extracurricular organization should actively recruit black members.

___ A minimum percentage of black student participants should be established to assure adequate representation in all activities.

___ White students should be encouraged to support and vote for black student candidates, and black student candidates should be encouraged to seek white student support.

___ This is not a problem at this school.

5. PROBLEM: There are not enough courses and programs which are of special interest and relevance to black students, and which inform white students more fully of the black experience in American life.

SOLUTIONS:
___ There should be more diversity in cultural backgrounds of school staff members.

___ There should be greater emphasis in courses on the contributions of blacks.

___ There should be special courses dealing with black history and culture.

___ There should be guest lecturers in classes and assemblies to discuss the history, culture, and contributions of black people.

___ This is not a problem at this school.

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6. PROBLEM: Students are too rowdy and fight on the school buses.

SOLUTIONS:
___ Clear rules should be established and consistent discipine maintained.
___ A parent or school staff member should be assigned to ride each school bus.
___ A student monitor should be hired to ride each bus.
___ A human relations committee should sponsor human relations workshops and meetings concerning this problem.
___ A student court should investigate all complaints of misconduct on buses.
___ Bus drivers should report all disturbances to school officials.
___ This is not a problem at this school.

7. PROBLEM: Black students do not feel they are a part of the school, and therefore they do not feel any loyalty to the school.

SOLUTIONS:
___ There should be more black staff members.
___ Individual black students should receive specific requests to participate in extracurricular activities.
___ A human relations committee should sponsor human relations workshops and meetings concerning this problem.
___ Activities relating to school spirit should be planned jointly by black and white students.
___ A minimum percentage of black students should be established to assure adequate black representation in all activities.
___ A conference of black and white students should be held to find activities in which they could get together and get to know each other.
___ This is not a problem at this school.

8. PROBLEM: In athletics, race sometimes counts more than ability.

SOLUTIONS:
___ A human relations committee should sponsor human relations workshops and meetings concerning this problem.
___ A grievance council should investigate all complaints.
___ A minimum percentage of black and white students should be established to assure adequate representation in athletic activities.
___ Individuals or small groups should initiate discussions with individual staff members.
___ Coaches should be instructed to select team members on the basis of ability alone.
___ This is not a problem at this school.

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9. PROBLEM: Black students and white students, when in groups, are less friendly to one another than on an individual basis.

SOLUTIONS:

___ There should be more "rap sessions" involving students of both races.

___ Teachers should emphasize having students work together across racial lines.

___ A conference of black and white students should be held to find activities in which they could get together and get to know each other.

___ Specific projects and activities should be planned to encourage black and white students to work together in small groups.

___ This is not a problem at this school.

10. PROBLEM: Some parents are opposed to integration, and they instill this opposition in their children.

SOLUTIONS:

___ A human relations committee should sponsor human relations workshops and meetings involving students, parents, and teachers of both races.

___ News media should emphasize the good aspects of desegregation.

___ Conferences between individual parents and school staff members should be encouraged.

___ A "rap session" between black and white students should be presented at an all-school assembly to help combat the prejudices of both races.

___ Discussion of racial problems within church groups and other religious groups should be encouraged.

___ This is not a problem at this school.

11. PROBLEM: At athletic events, there are frequent incidents of restroom harassment, parking lot vandalism, and interracial fighting, sometimes caused by students and sometimes by non-students.

SOLUTIONS:

___ There should be security personnel on duty at all athletic events.

___ Parking lots should have better lighting.

___ Alcoholic beverages should not be permitted on the premises, and persons who have been drinking should not be admitted.

___ Only students from the two competing schools should be allowed to attend athletic contests, and they should be assigned to bleacher sections on opposite sides of the field.

___ This is not a problem at this school.

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12. PROBLEM: Many students of both races feel that school officials discipline their race more severely than the other for the same offenses, and that discipline generally is not enforced adequately.

SOLUTIONS:

___ Regulations and the prescribed punishment for violating them should be published and issued to all students and parents.

___ Discipline should be enforced equally for all students.

___ Students and their parents should be advised of the channels open to them to appeal disciplinary measures they feel are unjust or excessive.

___ Parents should be notified of all student misbehavior.

___ A policeman should patrol the campus from 8 a.m. to 4 p.m. daily.

___ Weapons should not be allowed on the campus.

___ Gym locker rooms should never be left unattended.

___ This is not a problem at this school.

Appendix C

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QUESTIONNAIRE 3

INSTRUCTIONS

The same problems and solutions included on the previous questionnaire are included on this third and final questionnaire. This is the most important of the three questionnaires. You are probably curious about the results of the second questionnaire. The solutions which have been circled on the following pages were considered by both black and white participants (students, faculty, and parents) to be good solutions. There was a great deal of agreement between the two races on the choice of good solutions. Sometimes more than one solution was rated highly by both groups. Therefore, for some problems, more than one solution is circled.

After observing the solution or solutions to a problem that were rated highly by the participants, we would like you to again indicate how good you think each solution is by placing a number from 1 to 5 in the space provided to the left of each solution, where:

"1" means you believe the solution is excellent.
"2" means you believe it is good.
"3" means you believe it is fair.
"4" means you believe it is poor.
"5" means you believe it is not a solution.

Do not worry about trying to remember how you rated a solution on the last questionnaire. We are interested in your present opinion.

IMPORTANT: If you do not believe that a solution which has been circled is a good or excellent solution, if possible, please briefly give one or two reasons why it is not a good solution. You may use the space provided under each circled solution for these comments.

You may not agree that a stated problem is a problem at this high school. If so, you may indicate this by placing a check in the space to the left of the statement, "This is not a problem at this school." Please do not rate the solutions to a statement which you do not feel is a problem.

An example is given below.

EXAMPLE

PROBLEM: Classes are too large.

SOLUTIONS:
2 Buy trailers to serve as extra classrooms.
4 Build an additional school.
4 Conduct double sessions.
1 (Use the schools 12 months a year.) Students and teachers need a 2 month vacation. Summer is the best time for a vacation.
___ This is not a problem at this school.

In this example, note that the solution, "Use the schools 12 months a year," is circled. This means that on the second questionnaire this solution was rated as the best of the four solutions. The person now completing this third questionnaire rates each solution. This person believes that buying trailers to serve as extra classrooms is a good (2) solution and that the remaining solutions are poor (4). Since this person did not agree that the circled solution was an excellent or good solution, the person indicates his reasons: "Students and teachers need a two month vacation. Summer is the best time for a vacation."

The problems and solutions start on the next page. Place the appropriate number (1, 2, 3, 4, or 5) next to each solution to indicate how good a solution you think it is. If you do not believe that a solution which has been circled is a good or excellent solution, if possible, give one or two reasons why it is not a good solution.

THIS QUESTIONNAIRE USUALLY TAKES ABOUT 30 MINUTES

TO COMPLETE

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GROUP: ___ Parent; ___ Student; ___ Staff Member

RACE: ___ Black; ___ White; ___ Other (Specify _____)

SEX: ___ Female; ___ Male

1. PROBLEM: Some teachers, regardless of their own race, favor white students, and others favor black students.

SOLUTIONS:

___ There should be more diversity in backgrounds of faculty members.

___ A human relations committee should sponsor human relations workshops and meetings for teachers concerning this problem.

___ Students should be encouraged to report such problems to a grievance council, which could investigate all complaints.

___ Individuals or small groups should initiate discussions with individual staff members.

___ There should be team-teaching involving black and white teachers working together.

___ School staff members should initiate more informal contacts with students.

___ This is not a problem at this school.

2. PROBLEM: Black students do not participate enough in school activities. Some black students say they do not feel welcome to participate. Some white students say few black students make an effort to participate.

SOLUTIONS:

___ Specific requests should be made to individual black students to participate in extracurricular activities.

___ A period should be set aside during school hours for extra-curricular activities in order that those who live far from school or have jobs after school can participate.

___ A conference of black and white students should be held to determine activities in which they could get together and get to know each other.

___ Each extracurricular organization should actively recruit black students.

___ Black students should make a greater effort to participate in school activities.

___ A room should be set aside at school where students can meet to discuss racial problems.

___ This is not a problem at this school.

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3. PROBLEM: There is frequent disruption in the halls during breaks between classes.

SOLUTIONS:
___ Teachers should stand at their doors during changing of classes.
___ Human relations committee should sponsor human relations workshops and meetings for students concerning this problem.
___ Clear rules should be established and consistent discipline maintained.
___ A student court should investigate complaints.
___ This is not a problem at this school.

4. PROBLEM: Black students are under-represented and out-voted in activities because of the schools's racial imbalance.

SOLUTIONS:
___ Each extracurricular organization should actively recruit black members.
___ A minimum percentage of black student participants should be established to assure adequate representation in all activities.
___ White students should be encouraged to support and vote for black student candidates, and black student candidates should be encouraged to seek white student support.
___ This is not a problem at this school.

5. PROBLEM: There are not enough courses and programs which are of special interest and relevance to black students, and which inform white students more fully of the black experience in American life.

SOLUTIONS:
___ There should be more diversity in cultural backgrounds of school staff members.
___ There should be greater emphasis in courses on the contributions of blacks.
___ There should be special courses dealing with black history and culture.
___ There should be guest lecturers in classes and assemblies to discuss the history, culture, and contributions of black people.
___ This is not a problem at this school.

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6. PROBLEM: Students are too rowdy and fight on the school buses.

SOLUTIONS:
___ Clear rules should be established and consistent discipline maintained.
___ A parent or school staff member should be assigned to ride each school bus.
___ A student monitor should be hired to ride each bus.
___ A human relations committee should sponsor human relations workshops and meetings concerning this problem.
___ A student court should investigate all complaints of misconduct on buses.
___ Bus drivers should report all disturbances to school officials.
___ This is not a problem at this school.

7. PROBLEM: Black students do not feel they are a part of the school, and therefore they do not feel any loyalty to the school.

SOLUTIONS:
___ There should be more black staff members.
___ Individual black students should receive specific requests to participate in extracurricular activities.
___ A human relations committee should sponsor human relations workshops and meetings concerning this problem.
___ Activities relating to school spirit should be planned jointly by black and white students.
___ A minimum percentage of black students should be established to assure adequate black representation in all activities.
___ A conference of black and white students should be held to find activities in which they could get together and get to know each other.
___ This is not a problem at this school.

8. PROBLEM: In athletics, race sometimes counts more than ability.

SOLUTIONS:
___ A human relations committee should sponsor human relations workshops and meetings concerning this problem.
___ A grievance council should investigate all complaints.
___ A minimum percentage of black and white students should be established to assure adequate representation in athletic activities.
___ Individuals or small groups should initiate discussions with individual staff members.
___ Coaches should be instructed to select team members on the basis of ability alone.
___ This is not a problem at this school.

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9. PROBLEM: Black students and white students, when in groups, are less friendly to one another than on an individual basis.

SOLUTIONS:

___ There should be more "rap sessions" involving students of both races.

___ Teachers should emphasize having students work together across racial lines.

___ A conference of black and white students should be held to find activities in which they could get together and get to know each other.

___ Specific projects and activities should be planned to encourage black and white students to work together in small groups.

___ This is not a problem at this school.

10. PROBLEM: Some parents are opposed to integration, and they instill this opposition in their children.

SOLUTIONS:

___ A human relations committee should sponsor human relations workshops and meetings involving students, parents, and teachers of both races.

___ News media should emphasize the good aspects of desegregation.

___ Conferences between individual parents and school staff members should be encouraged.

___ A "rap session" between black and white students should be presented at an all-school assembly to help combat the prejudices of both races.

___ Discussion of racial problems within church groups and other religious groups should be encouraged.

___ This is not a problem at this school.

11. PROBLEM: At athletic events, there are frequent incidents of restroom harassment, parking lot vandalism, and interracial fighting, sometimes caused by students and sometimes by non-students.

SOLUTIONS:

___ There should be security personnel on duty at all athletic events.

___ Parking lots should have better lighting.

___ Alcoholic beverages should not be permitted on the premises, and persons who have been drinking should not be admitted.

___ Only students from the two competing schools should be allowed to attend athletic contests, and they should be assigned to bleacher sections on opposite sides of the field.

___ This is not a problem at this school.

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12. PROBLEM: Many students of both races feel that school officials discipline their race more severely than the other for the same offenses, and that discipline generally is not enforced adequately.

SOLUTIONS:

___ Regulations and the prescribed punishment for violating them should be published and issued to all students and parents.

___ Discipline should be enforced equally for all students.

___ Students and their parents should be advised of the channels open to them to appeal disciplinary measures they feel are unjust or excessive.

___ Parents should be notified of all student misbehavior.

___ A policeman should patrol the campus from 8 a.m. to 4 p.m. daily.

___ Weapons should not be allowed on the campus.

___ Gym locker rooms should never be left unattended.

___ This is not a problem at this school.